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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program development process documents for the series, outlines procedures on how to conduct a resource assessment and how to categorize the information received from the assessment. Focus is on local resource assessment which involves extensive use of school staff, students, and community members. Guidelines on how to (1) identify local material, human, facilitative, and organizational resources, (2) collect and organize data on resources, (3) develop and use a resource catalog, and (4) update the resource catalog are provided. Numerous forms for obtaining information through surveys are included. (TA)

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CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM
FOR RURAL SCHOOLS

Resource Assessment:

A Procedural Guide for the Identification and Use of Community Resources in Career Guidance Programs

Richard E. Green
Karen S. Kimmel
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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FOREWORD

The assessment and effective use of resources by rural schools are major concerns addressed by the *Rural America Series*. This handbook presents procedures and materials for assessing, coordinating, and using career guidance resources in a variety of rural school situations. These materials are intended for teacher, counselor, and administrator use in developing or renewing career guidance programs. The procedures suggested should prove effective in facilitating wide resource use.

The materials could not have been developed without the assistance of many persons. Special appreciation is extended to Richard Green, Karen Kimmel, Harry Drier, Valija Axelrod, Helen Davis and Andrew Bush who initiated and coordinated the total effort. Appreciation is also extended to John Meighan, Director of the Tri-County Career Development Program, Nelsonville, Ohio, who provided the staff and setting for a development workshop attended by the following teachers and counselors who work in rural settings:

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These workshop participants as well as the credibility review panel members provided valuable contributions to the organization of materials, and to rural use credibility which are incorporated throughout the handbook.

We hope that you will find this handbook to be useful. We welcome your comments for its improvement.

Robert E. Taylor
Director

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CHAPTER I

INTRODUCTION

A knowledge of currently available resources is vital to the development and delivery of a school's career guidance program. This knowledge can be obtained through identifying resources in the home, school, and community. By using an expanded set of resources, a career guidance program can better meet the career development needs of rural youth. It is, therefore, essential to systematically identify and catalog resources for future use. Resource assessment accomplishes this.

Resource assessment can be viewed as the synthesis of three separate but interlocking processes: (1) identification of and collection of data about resources, (2) construction of resource catalog, and (3) resource management. The resource identification and data collection process identifies existing programs, people, funds, equipment, and ideas which can be used to implement the career guidance program. The second process, construction of resource catalog, involves transfer of data, organization of data, and development of the resource catalog. Resource management, the third process, includes use of resources, reporting use of resources, and updating the data in the resource catalog.

Rural educators may often have limited time and finances with which to conduct a career guidance program. With these constraints in mind, an attempt is made to construct an effective low cost, cooperative method for helping rural educators become aware of the resources available to them.

There are assumptions that are critical to the success of any large scale, district-wide resource assessment. In order to effectively assess a school district's resources, there is a need for district level administrative support and board of education approval. A resource assessment leader will be identified to organize, implement, and evaluate resource assessment. Each school building within the district will have a representative who will oversee all resource assessment activities at the building level.

This handbook classifies resources into four basic categories: (1) material, (2) human, (3) facilitative, and (4) organizational. The following discussion provides an illustration of the kinds of resources in each category.

Material resources convey their information through the printed word, audiovisual means, and manipulative objects. Printed materials include curriculum guides, textbooks, and periodicals. Audiovisual materials convey their message through a wide range of techniques utilizing sight and/or sound. These materials include films, filmstrips, cassettes, video tapes, slides, records, transparencies, and other pictures. Manipulative materials include items such as kits, puzzles, puppets, tools, and games.

Human resources include a wide variety of people. Staff members in the school have a vast knowledge on which to draw. Besides the area they are presently working in, they may have training

in other areas that they would be willing to share. Also, they could contribute information on their avocational interests. Parents and other community members can provide information and out of classroom experiences for students. In addition, students can provide each other with valuable information.

Finances, equipment, supplies, and space have been organized into a category identified as facilitative resources. These are resources which may be necessary in program development. For example, a 16 mm movie projector may be required to run a film. Even though education is financed through state and local taxes, other sources for financial assistance on the local level might be found in individual donors, business and industrial support, or service agencies or groups. Space might include schools, churches, Grange halls, lodge halls, and area parks.

Organizational resources would probably be more correctly termed "organizational sources of resources." Church groups; service and civic organizations and groups; professional and business organizations; and the various agencies of local, state, and national governments can provide various types of assistance.

It should be noted that this discussion of resources in no way presumes to be comprehensive or exhaustive. The attempt in this section is to provide some idea of the wide array of resources available at local, county, state, and national levels.

The local school might consider implementing resource assessment at the outset of the career guidance program as a vehicle for creating community and school support and involvement. As the career guidance program develops, a local catalog of resources can be used to implement the objectives of the local program. Further, the school might incorporate local resources into the strategy development phase as described in *Planning Implementation*. The available resources could then be evaluated for possible use in terms of meeting immediate program objectives and in terms of meeting future objectives. By carefully cataloging all data, future resource assessment efforts should be more efficient and resource management will be easier.

The authors realize that no single publication can cover all possible bases. With this in mind, this handbook provides suggested forms and procedures to conduct a resource assessment. These procedures can be adapted to meet local needs.

Sample forms are shown in a reduced manner in the text. These forms are also included in the appendices for duplication purposes.

CHAPTER II

RESOURCE IDENTIFICATION AND DATA COLLECTION

The first phase of resource assessment is two-pronged. First, the resources are identified and then information is collected about the resources. Various types of people and activities can be involved in this phase of resource assessment. It is suggested that students, parent support groups, and teachers contact sources and obtain information in the school and local area.

The first step in identifying resources is determining the available sources. Within a school district there are many different people who can provide information about various resources. In each school building, individuals such as the counselor, teachers, the principal, students, the librarian, the secretary, and groups such as parent support groups and school clubs can provide valuable information on possible material, human, facilitative, and organizational resources available for use. Directories of educational organizations, at various levels, indicate staff and services available.

Local Resource Identification

Within your local community and surrounding area, there are many individuals who can provide information on resources. It is suggested that a parent support group within the school district, such as a parent-teacher association or boosters, be the main body responsible for identifying the community resources. The goal here is to eventually contact every person in the community area. This could be completed in the following manner.

The parent support group should be provided guidelines to follow when they conduct this task. They should have an understanding of:

1. What the resource categories are, i.e., material, human, facilitative, and organizational.
2. Which other groups will be involved in the identification of resources.
3. How to identify the source such as by using the telephone book, local newspaper, and any other local directories.
4. The need to record information about each source on the Community Source Identification List (Exhibit 1).
5. A list of possible sources they could contact. For example,

Business and professional people	Women's organizations
Industrial corporations	Men's organizations
Labor unions	Libraries
Civic organizations	Utility companies

Exhibit 1

Survey Conducted by_____

Community Source Identification List

Name(s) of Source	Contact Person/Position/Address/Telephone Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Youth groups
Social organizations
Service organizations
Religious groups
Senior citizen clubs

Employment services
City and county government offices
District offices of state and federal agencies
Local colleges and universities
Local community colleges and vocational technical schools

6. A timeline to complete the source identification process.

One approach for informing the parent support group is to conduct an in-service meeting. During this meeting:

1. The resource assessment leader should provide an overview of the career guidance program and resource assessment so the participants will better understand the purpose of their task. Also during this overview, participants should become sensitive to the fact that they are searching for sources to provide material, human, facilitative, and organizational resources. Have the parent support group, with the resource assessment leader and possibly members of the Program Planning Committee, hold a "brainstorming" session to generate a Community Source Identification List (refer to Exhibit 1). During the brainstorming session, the group will complete as much of the form as possible.

2. The resource assessment leader should then identify those potential sources with incomplete data and divide them between group members to complete the information requested. At

this time, they should be reminded that if they come across additional sources not mentioned in the brainstorming, they also should be identified.

3. The resource assessment leader and the group will identify how the information collected could be returned to the leader.

If the parent support group has sufficient interest, it might want to continue involvement in the resource assessment process by assisting with contacting the source and collecting data on the resources identified.

State and National Resource Identification

Possible state level sources could include such state agencies as the State Department of Education; the State Board of Education; the State Board of Regents for Education; the State Board of Vocational Rehabilitation; the State Library Board; the legislative, executive, and judicial branches of state government; state historical societies; and schools both public and private within the state. There are various ways of identifying these sources. Some suggested tools are the state educational directory, state telephone operator, directory assistance, city directories, state legislators, and local members of state associations. This source identification can be done by students or by members of a parent support group.

The last set of sources to identify is on the national level. The U.S. senators and representatives from your state can provide you with information regarding federal agencies. Other valuable sources are the national research and development labs and centers in education. Federal agencies such as the U.S. Office of Education, the National Institute of Education, and the Department of Labor also should be considered as sources of assistance. These names and addresses follow.

Center for Occupational Education
North Carolina University
Raleigh, North Carolina

Appalachia Educational Lab, Inc.
P.O. Box 1348
Charleston, West Virginia 25323

Central Midwestern Regional
Education Lab
10646 St. Charles Rock Road
St. Ann, Missouri 63074

Southwest Regional Laboratory for
Education, Research, and
Development
11300 La Cienega Boulevard
Inglewood, California 90304

United States Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

U.S. Department of Labor
3rd Street and Constitution Avenue, N.W.
Washington, D.C. 20210

Council for Educational Development and
Research, Inc.
775 Lincoln Tower
1860 Lincon Street
Denver, Colorado 80203

Northwest Regional Lab
400 Lindsay Building
710 S.W. 2nd
Portland, Oregon 97204

Far West Laboratory for Educational Research
and Development Library
2180 Milvia Street
Berkeley, California 94705

The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208

Commercial publishers have many material resources that can be used in a career guidance program. *Career Guidance Resources* contains abstracts of hundreds of commercially published materials. Other resource directories are also available. These can be used to supplement the locally developed resource catalog.

Resource Data Collection

Once the sources have been identified, information needs to be collected from them on the types of material, human, facilitative, and organizational resources they can provide.

Just as different types of people are involved in the source identification process, so are they involved in the data collection phase. School staff, students, and parent support groups are asked to collect data.

The teachers are asked to supply data about themselves, the resources within their classrooms, and their students if they teach grades four-fourteen. All students are requested to obtain information from their parents as potential resources. The parent support group and high school students are to gather information from identified community sources and state and national sources.

Data Collection by Staff

Teachers provide information about themselves as human resources, on the material and facilitative resources within their classrooms, and about their students as human resources. Other staff provide information about themselves as human resources and on the material and facilitative resources within their areas. The remainder of this section will describe the procedures and orientation needed for all staff to provide the requested information.

Prior to the staff survey, all need to have an understanding of the procedures and data to be collected. It is suggested that a total staff in-service meeting be held. This could be led by the resource assessment leader or the building contact person. The following points should be covered in an in-service meeting.

- *An overview of career development.* The overview should include an explanation of the three career development domains which provide the content base for the career development program (Exhibit 2).

Exhibit 2

Career Development Domains

Self and Interpersonal Relations Domain

The Self and Interpersonal Relations domain focuses on the individual's understanding of self, society, and the attitudes and values held by individuals and groups. Specifically, this domain concerns the individual's self acceptance and the ability to develop interpersonal relationships and to understand individual and group attitudes and values.

Development in this domain is characterized by the affirmation of personal characteristics, the integration of values into meaningful behavior patterns, and the responsible application of knowledge to interpersonal relationships. Within this domain experiences are provided that enable individuals to

Exhibit 2 (Cont.)

1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals.

2. Appraise their physical and mental characteristics, the potential for change, and apply this knowledge to goal setting for life roles.

3. Affirm an integrated self-concept based on the integration of environmental and group experiences and individual internal factors.

4. Assess their personal interests, aptitudes and qualifications in selecting and assuming career roles.

5. Characterize their personal attitude and value system.

6. Assess the impact that social relationships such as those that occur in the home, school, and community settings have upon them.

7. Appraise similarities and differences in the attitude and value systems of others in order to become tolerant in interpersonal relationships.

8. Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles.

Career Planning and Decision Making Domain

Within the Career Planning and Decision Making domain, strong individual development leads to the successful assumption of various life roles. This development is reflected in the ability to enter into a role and maintain or advance within that role based upon self-determination. The decision making process is personalized through the application of individual goals and values. The development of skills necessary to gather, organize, and evaluate information for decision making is the foundation of career planning.

The career planning process enables individuals to evaluate their career decisions as they relate to their personal values and to accept the responsibility for their decisions. In the career planning process, individuals build upon past experiences. They learn to use various resources and experiences to understand career planning as an on going process reflecting continuous learning and changing environmental factors. As a result of effective decision making, individuals affirm their potential for expanding their life role options. Developmental goals for this domain are for students to

1. Use the essential skills necessary to gather, organize, and evaluation information for effective decision making.

2. Use personal and social goals and values in their decision making process.

3. Affirm the potential for expanding life role options as a result of effective decision making.

4. Evaluate their career decisions as they relate to personal values.

5. Accept the responsibilities for their decision making outcomes.

6. Consider various pathways available for achieving short and long term educational, occupational, and social goals.

7. Use the skills necessary for securing, maintaining, and/or advancing in various career pathways.

8. Validate that career planning is a continuous process which reflects continual learning in a changing environment.

Exhibit 2 (Cont.)

Life Role Domain

The Life Role domain focuses on the interrelatedness of various aspects of one's career emphasizing the work and leisure roles. The acquisition of knowledge, attitudes, and skills pertaining to roles in home, school, and community life is emphasized. The Life Role domain advances understanding of education, the world of work, family and community participation, leisure, and economics, which are integral to life style selection. Development within the life role domain is characterized by student abilities to

1. Appraise the variety, complexity, and availability of occupations in the world of work.
2. Appraise the economic benefits and limitations associated with potential occupations.
3. Judge the ways in which occupations relate to the goals, needs, and functions of society.
4. Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various occupational roles.
5. Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state, and nation.
6. Assess the ways in which personal needs, roles, and goals relate to occupations.
7. Affirm that physical and emotional needs can be met through leisure activities.
8. Determine how to plan for and utilize leisure opportunities.
9. Assess the relationship between leisure, educational, and occupational pursuits and preferred life styles.
10. Determine how life roles may change over time and how interaction takes place between maturation and life roles.

- *An overview of resource assessment.* An explanation of how resource assessments fit into the systematic approach to career guidance program development should also be provided. (They should already have an understanding of the program through prior in-service programs.) The procedures they will use in the assessment process should also be explained.

- *The resource catalog.* The importance of the resource catalog should be explained. By using the resource catalog, teachers can obtain information which will help them meet their instructional objectives that relate to career development. The resource catalog provides information on possible speakers, field trip sites, and classroom materials.

- *Forms to be completed by staff.* Staff members will be asked to complete two forms.

  1. Staff Personal Data Survey—staff are asked to provide as many personal skills as they think would be appropriate (Exhibit 3).

  2. Staff Survey of School Resources—staff are asked to provide information on two different forms. On the first form, "Staff Survey of Material Resources," information is to be provided on material resources within the teachers' classrooms or other staff members' areas that they think other teachers would be able to use in meeting career development objectives. On the second form, "Staff Survey of Facilitative Resources," information on equipment should be provided. (Refer to Exhibits 4 and 5.)

Exhibit 3

Staff Personal Data Survey

Name_____ School_____ School Phone Number_____

1. Is there a need to stay within your building? Yes ☐ No ☐

2. Please list on the table below your avocational interests and fields of study outside of your teaching field. For each item listed, complete the appropriate information.

Skills and interests (describe)	Are you able to participate as a human resource		Indicate grade level with which you could work						Indicate space required	Indicate size of group with which you could work	Indicate time limits
	Yes	No	K-3	4-6	7-9	10-12	13-14	all			

Exhibit 4

Staff Survey of Material Resources

Staff Member's Name_____
School_____
School's Telephone Number_____

Directions: Please complete this form by providing information on materials such as books, lesson plans, kits, etc., which you would be willing to share with other staff. As you list each item below, describe it in less than thirty words using those key descriptors which would explain how the material is valuable to you.

Name of Material	Domains			Grade Level						Space Required	Group Size	Time Limits	Equipment Needed	Only Building Within	Description
	BIR	LR	CPDM	K-3	4-6	7-9	10-12	13-14	All						

Exhibit 5

Staff Survey of Facilitative Resources

Staff Member's Name_____
School_____
School's Phone No._____

Directions: Please list equipment located in your area which might be utilized in implementing the career guidance program. Please include all audiovisual equipment (filmstrip projector, film projector, tape recorder, etc.), playground equipment, etc., and indicate the number of each.

Type of Equipment	Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

[Another approach to conducting the staff survey is for the building contact person to meet on a one-to-one basis with each staff member. Instructions for completing this task are provided in Appendices E and F.]

- *Forms to be administered by staff.* There are two student survey forms that the teacher should administer in the classroom. Completing the surveys in the classroom is particularly important in the lower grades (four-six). The teacher will need to be actively involved since many children will not tend to think of their interests as something valuable to their peers. Exhibit 6 presents the form for students in grades four-six.

Exhibit 6

Student Survey for Students in Grades 4-6

Name_____ Birth Date_____
School_____
Home Address_____
Home Telephone Number_____

Please complete the form below by (1) describing any hobbies, interests, and chores which you have such as stamp collecting, sewing, model building, sports, camping, caring for livestock, (2) telling if you would like to talk about your hobby, interest, or chore, (3) with what grade level you would like to work, and (4) if your need a special area.

Interest, hobby, or chore	Would you talk about this		What grade level would you like to work with						Would you need a special room or equipment		
	Yes	No	K-3	4-6	7-9	10-12	13-14	All	Yes	No	What

Exhibit 7 presents the survey form for students in grades seven-fourteen.

Exhibit 7

Student Survey for Students in Grades 7-14

Name_____ Birth Date_____
School_____
Home Address_____
Home Telephone Number_____

Please complete the form below by providing information on any hobbies, interests, jobs (part time, full time, summer) such as 4-H projects, sports, automobiles, life guard, camp counselor, farm work, restaurant work, which you have. For each item listed please complete the appropriate information.

Hobby, interest, job (describe)	Would you like to talk about this to other classes		What grade level would you like to work with						Would you need special room or equipment		
	Yes	No	K-3	4-6	7-9	10-12	13-14	All	Yes	No	What

More detailed instructions for the teacher are provided in Appendices I and J.

In addition to providing information for the local resource catalog, the student survey is an excellent way of getting to know the interests and skills of students.

- *Suggested timeline.* It is suggested that this portion of data collection be conducted in two weeks. If the surveys have not been returned, the building contact person should take follow-up action.

Data Collection by Students

All students in grades kindergarten-fourteen will be requested to obtain information from their parents as potential resources. The students will be provided instructions prior to taking the cover letter (Exhibit 8) and form (Exhibit 9) home so they will know what is expected of them. Instructions to help the teacher in conducting the parent survey are provided in Appendix K.

Exhibit 8

Sample Cover Letter to Parents

Green Valley Senior High School
Route 2
Green Valley, Iowa

Dear Parents,

As you may already know, the Green Valley School District is involved in a district-wide career guidance program. One part of this program is concerned with collecting information on what resources are available for teachers to use to help meet the career development needs of the students. We are sending you the enclosed survey in hopes that you will consider being a resource person.

What is career guidance? Career guidance activities help students at any grade level develop a better understanding of themselves and others. They also provide information on work and leisure so students will be better able to make a good career decision.

By sharing information about your job or hobby, you will help students gain an understanding of different types of work.

Please consider helping us by completing the enclosed form and returning it to school with your child by the end of the week. If you have more than one child in the school district, it is not necessary to fill out a form for each. If you have any questions relating to this form, please contact me personally.

Sincerely,

Jean Person

Jean Person
District Resource Assessment Leader

Exhibit 9

Parent Survey

Name_____
Address_____
_____
Phone_____
Home Business

1. Briefly describe a recreational or leisure skill._____
_____
_____

2. How would you best serve as a resource person concerning the above?

   Participate in classroom activities ☐
   Setting up field trip ☐
   Do not wish to serve ☐

3. Would you need any special equipment or facilities to present your skill? Yes ☐ No ☐
   Specify_____

4. Please check the grade levels you feel you could best serve as a resource person.

   K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

5. Your occupation or job title_____

6. Briefly describe the duties you perform on your job_____
_____
_____

7. How would you best serve as a resource person concerning the above?

   Participate in classroom activities ☐
   Setting up field trip ☐
   Do not wish to serve ☐

8. Would you need any special equipment or facilities to present your job? Yes ☐ No ☐
   Specify_____

9. Please check the grade levels you feel you could best serve as a resource person.

   K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

10 What is the most convenient day (including Saturday) and time you could serve as a resource person? Day_____ Time_____

11. Additional Comments_____
_____
_____

Prior to taking the parent survey home, the following points should be covered with the students.

1. *Purpose of survey.* The younger students, grades K-six, need only to know that the survey will aid the school and themselves by providing input into the career guidance program. The older students, grades seven-fourteen, could also be provided more in-depth information on a career guidance program and how they can benefit from it.

2. *Overview of survey.* The students should be provided specific instructions on what they are to do with the survey.

3. *Time frame.* It should be emphasized that the forms are to be returned to the teacher within a week.

It is suggested that students in grades K-three be provided a cover letter with the survey form, and be asked to take them home, have their parents complete the form and return it within one week. Students in grades four-fourteen can be given the option of having their parents complete the form or of interviewing their parents. (By interviewing, students develop their abilities in interview skills in a non-threatening situation.) Older students could be given the same cover letter and survey form as the younger ones.

Data Collection by Parent Support Group and High School Students

The parent support group has already obtained information on the sources within the community that might be able to provide information on different types of resources. A high school class such as civics or English can now, alone or in cooperation with the parent support group, collect information on these resources.

The remainder of this description will provide information on how the high school students can be involved in data collection without mention of the parent support group. The parent support group and classroom teacher may cooperatively determine the future involvement of the parent group.

Prior to data collection, it is important for students to have a good basic understanding of what they are doing. They should know the following.

1. *An understanding of the purpose of the resource catalog.* The students need to know that the resource catalog is to help teachers meet instructional objectives that relate to career development. This information is needed for the students' general knowledge and so they can adequately communicate the program to those they contact.

2. *Information related to community survey.* Prior to initiating the community survey, students should call the contact person to arrange for a meeting time. The information required for the community survey can be obtained either through a personal interview or by mail. Students should also be instructed to complete the survey within one week. A cover letter which could be mailed to the community contact person is shown in Exhibit 10. The community survey form which can be used with both the personal interview or the mailing is presented in Exhibit 11.

After the students have obtained the required information, it is to be returned to the classroom teacher. The teacher will check the data to determine if it is complete and send it on to the resource assessment leader or return it to the students to get complete information.

A four-week period will be allowed for the completion of the total data collection process. All materials collected at the building level should be sent to the resource assessment leader who will then initiate the transfer of data from the data collection forms to the resource catalog sheets (Exhibit 12).

Exhibit 10

Cover Letter to Agency Identified in Community Survey

Green Valley Sr. High School
Route 2
Green Valley, Iowa

Dear (Contact Person):

Your agency has been identified as a possible source for resources for our Career Guidance Program. Our schools will need your assistance if this program is to be effective. We are attempting to use as many community resources as possible in an effort to make our educational program more meaningful to students and the community.

We are attempting to involve students in the collection of our survey data and we would ask your cooperation in completing the forms and returning them within a week following the student visit.

We wish to thank you in advance for the time and effort required to help us determine our community resources and put them to use in our schools.

The name of the student who will be contacting you is Alfred White who is an 11th grade student at Green Valley High School.

If you have any further questions regarding our program, please contact me personally.

Sincerely,

Jean Person

Jean Person
Green Valley Resource Leader
Phone: 486-3655

Exhibit 11

Survey Conducted by_____

Community Resource Survey

Name of Source:_____ Type of Agency:_____

Name and Title of Contact Person:_____

Address:_____

Telephone Number:_____

I. Material Resource (textual materials, kits, audiovisual materials)

II. Human Resources (persons to visit the school and describe the products, jobs, and products related to your firm or agency)

III. Organizational Resources (visitations and field trips, cooperative programs [placement, work study, specific training programs, i.e., welding, charm, etc.])

IV. Facilitative Resources

A. Equipment—Any equipment such as copying equipment, transportation, chairs, tables, office equipment or office supplies (paper, pencils, dittos) which you might consider giving to or allowing the career guidance program to use.

B. Space—By address, any space which might be available for use by the career guidance program. Indicate size of rooms. List any recreational facilities which might be used, indicate whether indoor or outdoor facilities are available.

C. Financial—Any scholarship programs, foundations, grants, or cash awards which might be available to the career guidance program for purposes of enrichment of the program and students within the program.

Complete the accompanying survey sheets (one for each resource) which would be available to the school's career guidance program. Be sure all contact people listed are the ones that would be contacted to obtain the resource.

Exhibit 11 (Cont.)

Materials Resource Survey Sheet

Name of Source _____

Name and Title of Contact Person _____

Address _____
_____
_____

Phone _____

Title of Resource _____

Description (in 20 or 30 words) _____
_____
_____
_____

Check appropriate grade levels: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required _____
_____

When Available _____

Group Size _____

Instructions for Obtaining Resource _____
_____
_____

Cost _____ Time Limits _____

Exhibit 11 (Cont.)

Human Resource Survey Sheet

Name of Source _____

Name and Title of Contact Person _____

Address _____

_____

_____

Phone _____

Name and Title of Resource Person _____

Description of Activity _____

_____

_____

_____

Check appropriate grade levels: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required _____

_____

When Available _____

Group Size _____

Instructions for Contacting and Obtaining Resource Person _____

_____

_____

Cost _____ Time Limits _____

Exhibit 11 (Cont.)

Organizational Resources Survey Sheet

Name of Source _____

Type of Agency: Social ☐ Service ☐ Educational ☐ Religious ☐ Government ☐

Name and Title of Contact Person _____

Address _____

_____

_____

Phone _____

Title of Resource _____

Description (in 20 or 30 words) _____

_____

_____

_____

Check appropriate grade level: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required _____

_____

When Available _____

Group Size _____

Contact person (if other than above) _____

Instructions for Using Resource _____

_____

Cost _____ Time Limists _____

Exhibit 11 (Cont.)

Facilitative Resource Survey Sheet

Name of Source _____

Name and Title of Contact Person _____

Address _____
_____
_____

Phone _____

Type of Facilitative Resource: Equipment ☐ Space ☐ Financial ☐

Description (for space include address) _____
_____
_____
_____

Special Instructions _____
_____
_____

Cost (if applicable) _____

Exhibit 12

Resource Catalog Sheet

Target Population: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Type of Resource:

☐ Material

- ☐ Self & Interpersonal Relations
- ☐ Career Planning & Decision Making
- ☐ Life Roles
- ☐ Unassigned

☐ Human

- ☐ Student
- ☐ Staff Member
- ☐ Parent
- ☐ Community Member

☐ Organizational

- ☐ Social & Service
- ☐ Educational
- ☐ Religious
- ☐ Governmental
- ☐ Business & Industry

☐ Facilitative

- ☐ Equipment
- ☐ Space
- ☐ Finances
- ☐ Supplies

Contact Person_____
Title_____
Address_____
_____
Phone Number_____
Birth Date (students only)_____

SPECIFICATIONS:

Space_____
Group Size_____
Time Limits_____
Costs_____
Equipment Needed_____
_____
Times Available_____
Resource Available Only in_____
_____ School

Amount of Time to Obtain Resource:

- ☐ Immediate
- ☐ One Week
- ☐ One Month
- ☐ Varies

Description:_____

CHAPTER III

CONSTRUCTING RESOURCE CATALOG

Organizing Data

After all of the survey forms have been sent to the resource assessment leader, the information needs to be transferred from the survey forms to the resource catalog sheets. It is suggested that this transfer be completed primarily by students.

The resource assessment leader could contact a social studies or English teacher who would be willing to have students work on transferring the data, and a business teacher whose class would type the final resource catalog sheets.

The students would receive all survey data forms that have been completed throughout the district. The first step would be to sort the forms. All similar forms should be placed together. A group of students would be assigned to each type of form. The students would then transfer the information to blank resource catalog sheets following the detailed instructions for transferring data from various forms to resource catalog sheets as described in Appendix O.

Organizing Resource Catalog Sheets

The resource assessment leader may wish to identify a teacher to organize resource catalog sheets. If students participate in this activity, the teacher is responsible for assuring that students follow the procedures listed below.

1. Set up four student work stations for sorting catalog sheets:

   - Material Resources
   - Human Resources
   - Organizational Resources
   - Facilitative Resources

2. Sort the catalog sheets according to the type of resource presented.

3. Make sure that each catalog sheet has been placed in the proper category.

After all resource catalog sheets have been sorted, there is a need to subdivide each of the four major categories into sections. Material resources will be further subdivided into (1) self and interpersonal relations, (2) life roles, (3) career planning and decision-making, and (4) unassigned. Sections for human resources are (1) student, (2) staff member, (3) parent, and (4) community member. Organizational resources are subdivided into (1) social and service, (2) educational, (3) religious, (4) governmental, and (5) business and industry. Sections for facilitative resources are (1) equipment, (2) space, (3) finances, and (4) supplies.

4. Sort the catalog sheets in each major category according to identified sections.

5. Within each section, alphabetize the catalog sheets by the title of resource.

6. Place each section into a file folder which has clearly been marked to correspond to the section.

7. Return all completed file folders to the resource assessment leader.

Developing the Resource Catalog

The resource catalog can take different forms. One approach is to take the resource catalog sheets as developed and place them in a three-ring binder. Each major category of resources can be separated by tab dividers. Another approach is to place the information about the resources on index cards. The cards can then be filed according to the four major resource categories and placed in a card file.

The resource assessment leader will be responsible for duplicating and distributing the resource catalog.

CHAPTER IV

RESOURCE MANAGEMENT

After individuals have indicated that they are willing to serve as or provide resources, it is important to try to use as many as possible. Therefore, a system should be set up whereby a record of use is kept in a central location within each building and at the district office. This record keeping would insure against overuse of any given resource.

Using Resource Catalog

To use the completed resource catalog, the individual should follow the procedures listed.

1. Desired resource(s) should be determined from identification and descriptive data on the resource catalog sheet.

2. Top half of the Resource Request and Report form (Exhibit 13) should be completed with the exception of the confirmation and time for each desired resource.

3. Initial contact and arrangements could be made with the identified contact person by the user, the building representative, or the resource assessment leader depending upon the local procedures established. The person making the initial contact should record the confirmation date and time or check resource not available and indicate the reason. Particular attention should be given to changing any incorrect data.

4. The Resource Request and Report form is kept by the user until the resource is used. After use, the user will complete the bottom half of the form. It should be kept in mind that any comments appearing in the catalog become public record and extreme care should be given to insure that only factual, verifiable data are recorded.

5. In order to keep the information in the resource catalog current, the user is requested to complete the Teacher's Report of Use form which is the back side of the Resource Catalog Sheet.(Exhibit 14).

The information on the Resource and Request form is sent to the resource assessment leader to keep the district catalog current.

Updating

On a periodic basis, the district-wide comments on use of the resource will be sent to each building by the resource assessment leader.

Exhibit 13

Resource Request and Report

Resource Title _____ Teacher's Name _____

Contact Person _____ School _____

Address _____ Resource Listed Yes ☐ No ☐

_____

Resource Type:

Phone _____

- ☐ Material
- ☐ Human
- ☐ Organizational
- ☐ Facilitative

Date Requested _____

Alternate Date _____

Target Audience: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐

Time Requested _____

Alternate Time _____

Resource Not Available _____

Confirmation _____
Date

Reason _____

_____
Time

NOTE: Change any incorrect listing by crossing it out and printing the correct data directly above it.

Date Used _____

Comments: _____

_____

_____

_____

_____

_____

I would use this resource again. Yes ☐ No ☐

After using a material resource please assign it to the career development domain you would judge most appropriate.

- Self and Interpersonal Relations ☐
- Career Planning and Decision Making ☐
- Life Roles ☐

Exhibit 14

TEACHER'S REPORT OF USE

Date Used	Would Use Resource Again		Comments	Teacher's Name and School
	Yes	No		

Prior to the beginning of each school year, the resource assessment leader would be reponsible for providing each building a list of those students who are not enrolled in the district for the coming year. These catalog sheets would then be pulled.

It is suggested that every two years the total resource catalog be updated. When doing this update, one should consider:

1. The addition of new students and parents to the district.
2. The changes in staff in the district.
3. New resources.
4. Lack of use of some listed resources.

Your district will need to make the decision on how to complete this updating procedure. Perhaps a survey with a cover letter explaining the intent of the survey could be mailed to those you want to survey.

APPENDICES

Appendix A

Survey Conducted by _____

Community Source Identification List

Name(s) of Source	Contact Person/Position/Address/Telephone Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Appendix B

Staff Personal Data Survey

Name_____ School_____ School Phone Number_____

1. Is there a need to stay within your building? Yes ☐ No ☐

2. Please list on the table below your avocational interests and fields of study outside of your teaching field. For each item listed, complete the appropriate information.

Skills and interests (describe)	Are you able to participate as a human resource		Indicate grade level with which you could work						Indicate space required	Indicate size of group with which you could work	Indicate time limits
	Yes	No	K-3	4-6	7-9	10-12	13-14	all			

Appendix C

Staff Survey of Material Resources

Staff Member's Name_____
School_____
School's Telephone Number_____

Directions: Please complete this form by providing information on materials such as books, lesson plans, kits, etc., which you would be willing to share with other staff. As you list each item below, describe it in less than thirty words using those key descriptors which would explain how the material is valuable to you.

Name of Material	Domains			Grade Level						Space Required	Group Size	Time Limits	Equipment Needed	Only Building Within	Description
	SIR	LR	CPDM	K-3	4-6	7-9	10-12	13-14	All						

Appendix D

Staff Survey of Facilitative Resources

Staff Member's Name_____
School_____
School's Phone No._____

Directions: Please list equipment located in your area which might be utilized in implementing the career guidance program. Please include all audiovisual equipment (filmstrip projector, film projector, tape recorder, etc.), playground equipment, etc., and indicate the number of each.

Type of Equipment	Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Appendix E

Instructions to Building Contact Person for Staff Personal Data Survey

1. This survey is to be completed by all staff—teachers, counselors, administrators, and all other support staff.
2. The form should be passed out and reviewed with each staff member.
3. Staff should be instructed to return completed form to building representative in one week.
4. Building representative should follow-up on forms not returned in one week.
5. All completed forms should be sent to the resource assessment leader.

Appendix F

Instructions to Building Contact Person for Staff Surveys of School Material and Facilitative Resources

1. These surveys are to be completed by all staff—teachers, counselors, administrators and all other support staff.

2. The Staff Survey Form for Materials Resources should be reviewed with each person so all have a common understanding of what is expected. For the materials (e.g., books, lesson plans, kits) in their classroom or area, teachers and staff should be instructed to:

   a. Indicate the career guidance domain as described in the attachment to which the material relates.

   b. Indicate the appropriate grade level for the material.

   c. Provide information on the space required, the group size, and the time limits.

   d. If the material cannot be used outside of your building, place a check in the column labeled "Within Building Only."

   e. Specify any needed equipment to use material.

   f. Provide a brief description of the material.

4. The Staff Survey of Facilitative Resources should be completed following supplied directions.

5. Allow a week for staff to respond and return surveys.

6. If any forms are not returned after the first week, provide some follow-up action—personal contact, memo.

7. Completed surveys are to be sent to the resource assessment leader.

Appendix G

Student Survey for Students in Grades 4-6

Name _____ Birth Date _____
School _____
Home Address _____
Home Telephone Number _____

Please complete the form below by (1) describing any hobbies, interests, and chores which you have such as stamp collecting, sewing, model building, sports, camping, caring for livestock, (2) telling if you would like to talk about your hobby, interest, or chore, (3) with what grade level you would like to work, and (4) if your need a special area.

Interest, hobby, or chore	Would you talk about this		What grade level would you like to work with						Would you need a special room or equipment		
	Yes	No	K-3	4-6	7-9	10-12	13-14	All	Yes	No	What

Appendix H

Sample Cover Letter to Parents

Green Valley Senior High School
Route 2
Green Valley, Iowa

Dear Parents,

As you may already know, the Green Valley School District is involved in a district-wide career guidance program. One part of this program is concerned with collecting information on what resources are available for teachers to use to help meet the career development needs of the students. We are sending you the enclosed survey in hopes that you will consider being a resource person.

What is career guidance? Career guidance activities help students at any grade level develop a better understanding of themselves and others. They also provide information on work and leisure so students will be better able to make a good career decision.

By sharing information about your job or hobby, you will help students gain an understanding of different types of work.

Please consider helping us by completing the enclosed form and returning it to school with your child by the end of the week. If you have more than one child in the school district, it is not necessary to fill out a form for each. If you have any questions relating to this form, please contact me personally.

Sincerely,

Jean Person

Jean Person
District Resource Assessment Leader

Appendix H

Student Survey for Students in Grades 7-14

Name _____ Birth Date _____
School _____
Home Address _____
Home Telephone Number _____

Please complete the form below by providing information on any hobbies, interests, jobs (part-time, full-time, summer) such as 4-H projects, sports, automobiles, life guard, camp counselor, farm work, restaurant work, which you have. For each item listed please complete the appropriate information.

Hobby, interest, job (describe)	Would you like to talk about this to other classes		What grade level would you like to work with						Would you need special room or equipment		
	Yes	No	K-3	4-6	7-9	10-12	13-14	All	Yes	No	What

Appendix I

Instructions to the Teacher for Administering Student Survey for Students in Grades 4-6

1. Explain to students that the information provided by them will be used to help other students learn about activities they might not know about. The students will share their knowledge with others.

2. Tell students that the information which they are providing is about themselves and to be as truthful as possible.

3. Depending upon the grade level, you may want to discuss with them different hobbies, interests, and chores to show them that they do participate in diverse activities.

4. Pass out the form and go over it with the students. It would be helpful to provide the students with an example of how the form would be completed.

5. Allow as much time as needed for the students to complete the form.

6. Collect the forms and return them to the building level person who sends them on to the resource assessment leader.

Appendix J

Instructions to the Teacher for Administering Student Survey for Students in Grades 7-14

1. Explain to students that the information provided by them will be used to improve the career guidance program of the school. Briefly describe that career guidance helps them learn more about themselves and the world around them so that they will be able to make more sound decisions in the future.

2. Explain to the students that they will be providing information about their hobbies, interests, and jobs which they would be willing to share with others in their classroom or other classes. Encourage the students to put down as many items as possible.

3. Pass out form and go over it with the students. It would be helpful to provide the students with examples of hobbies, interests, and jobs and how to complete the form.

4. Allow as much time as needed to complete the form.

5. Collect the forms and return them to your building representative.

Appendix K

Instructions to the Teachers Concerning the Parent Survey

1. Pass out form and cover letter to all students.

2. Briefly explain to students purpose of survey—that is, to find out what types of resources the parents can provide the school to enrich its career guidance program.

3. Go over the questions asked with the students so they understand the assignment.

4. If you are working with younger students (K-3), ask them to take the survey home and have their parents complete the form. Be sure students are told the name of the person to contact in case parents have questions. A slip of paper with the name and phone number might help in case there are questions or concerns.

5. If you are working with students in grades 4-14, you have have them either interview their parents or ask their parents to complete the form. By having the students interview their parents, they are able to gain valuable skill in a nonthreatening situation. Once again, be sure students know who to contact in case parents have questions or concerns.

6. Parents might be requested for the same information more than once, but they are instructed to complete only one form.

7. Ask the students to return the survey to you within a week.

8. If forms have not been returned within a week, send out a follow-up request.

9. After the second week, return all survey forms to the building representative, who will send them to the resource assessment leader.

Appendix L

Parent Survey

Name_____
Address_____
_____
Phone_____
Home Business

1. Briefly describe a recreational or leisure skill._____
_____
_____

2. How would you best serve as a resource person concerning the above?

   Participate in classroom activities ☐
   Setting up field trip ☐
   Do not wish to serve ☐

3. Would you need any special equipment or facilities to present your skill? Yes ☐ No ☐
   Specify_____

4. Please check the grade levels you feel you could best serve as a resource person.

   K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

5. Your occupation or job title_____

6. Briefly describe the duties you perform on your job_____
_____
_____

7. How would you best serve as a resource person concerning the above?

   Participate in classroom activities ☐
   Setting up field trip ☐
   Do not wish to serve ☐

8. Would you need any special equipment or facilities to present your job? Yes ☐ No ☐
   Specify_____

9. Please check the grade levels you feel you could best serve as a resource person.

   K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

10 What is the most convenient day (including Saturday) and time you could serve as a resource person? Day_____ Time_____

11. Additional Comments_____
_____
_____

Appendix M **Survey Conducted by**_____

Community Resource Survey

Name of Source:_____ Type of Agency:_____

Name and Title of Contact Person:_____

Address:_____

Telephone Number:_____

I. Material Resource (textual materials, kits, audiovisual materials)

II. Human Resources (persons to visit the school and describe the products, jobs, and products related to your firm or agency)

III. Organizational Resources (visitations and field trips, cooperative programs [placement, work study, specific training programs, i.e., welding, charm, etc.])

IV. Facilitative Resources

A. Equipment—Any equipment such as copying equipment, transportation, chairs, tables, office equipment or office supplies (paper, pencils, dittos) which you might consider giving to or allowing the career guidance program to use.

B. Space—By address, any space which might be available for use by the career guidance program. Indicate size of rooms. List any recreational facilities which might be used, indicate whether indoor or outdoor facilities are available.

C. Financial—Any scholarship programs, foundations, grants, or cash awards which might be available to the career guidance program for purposes of enrichment of the program and students within the program.

Complete the accompanying survey sheets (one for each resource) which would be available to the school's career guidance program. Be sure all contact people listed are the ones that would be contacted to obtain the resource.

Appendix M (Cont.)

Materials Resource Survey Sheet

Name of Source _____

Name and Title of Contact Person _____

Address _____

_____

_____

Phone _____

Title of Resource _____

Description (in 20 or 30 words) _____

_____

_____

_____

Check appropriate grade levels: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required _____

_____

When Available _____

Group Size _____

Instructions for Obtaining Resource _____

_____

_____

Cost _____ Time Limits _____

Appendix M (Cont.)

Human Resource Survey Sheet

Name of Source _____

Name and Title of Contact Person _____

Address _____

_____

_____

Phone _____

Name and Title of Resource Person _____

Description of Activity _____

_____

_____

_____

Check appropriate grade levels: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required _____

_____

When Available _____

Group Size _____

Instructions for Contacting and Obtaining Resource Person _____

_____

_____

Cost _____ Time Limits _____

Appendix M (Cont.)

Organizational Resources Survey Sheet

Name of Source _____

Type of Agency: Social ☐ Service ☐ Educational ☐ Religious ☐ Government ☐

Name and Title of Contact Person _____

Address _____

_____

_____

Phone _____

Title of Resource _____

Description (in 20 or 30 words) _____

_____

_____

_____

Check appropriate grade level: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required _____

_____

When Available _____

Group Size _____

Contact person (if other than above) _____

Instructions for Using Resource _____

_____

Cost _____ Time Limits _____

Appendix M (Cont.)

Facilitative Resource Survey Sheet

Name of Source _____

Name and Title of Contact Person _____

Address _____

_____

_____

Phone _____

Type of Facilitative Resource: Equipment ☐ Space ☐ Financial ☐

Description (for space include address) _____

_____

_____

_____

Special Instructions _____

_____

_____

Costs (if applicable) _____

Appendix N

Resource Catalog Sheet

Target Population: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Type of Resource:

☐ Material

- ☐ Self & Interpersonal Relations
- ☐ Career Planning & Decision Making
- ☐ Life Roles
- ☐ Unassigned

☐ Human

- ☐ Student
- ☐ Staff Member
- ☐ Parent
- ☐ Community Member

☐ Organizational

- ☐ Social & Service
- ☑ Educational
- ☐ Religious
- ☐ Governmental
- ☐ Business & Industry

☐ Facilitative

- ☐ Equipment
- ☐ Space
- ☐ Finances
- ☐ Supplies

Contact Person _____
Title _____
Address _____
_____
Phone Number _____
Birth Date (students only) _____

SPECIFICATIONS:

Space _____
Group Size _____
Time Limits _____
Costs _____
Equipment Needed _____
_____
Times Available _____
Resource Available Only in _____
_____ School

Amount of Time to Obtain Resource:

- ☐ Immediate
- ☐ One Week
- ☐ One Month
- ☐ Varies

Description: _____

_____

_____

_____

_____

_____

_____

Appendix O

Instructions for Transferring Data

Transferring Data from Staff Personal Data Survey to Resource Catalog Sheet

A separate catalog sheet will be completed for each skill and interest the person indicates a willingness to share. For each catalog sheet the information should be transferred in the following manner.

1. Place the name of the staff person on the Contact Person line.
2. Place the school's name on the Address line.
3. Place the school's telephone number on the Phone Number line.
4. Place the name of the skill or interest on the Title line.
5. Place the description of the skill or interest in the space provided for the description.
6. Circle on the catalog sheet the grade levels with which the person is willing to participate.
7. Complete part of the Specifications portion of the catalog sheet by transferring the space, group size, and time limits provided onto the sheet.
8. If the person indicates there is a need to stay within his/her building, place the name of the school in the space marked Resource Available Only in _____ School.
9. Under Type of Resource mark Human and then Staff Member.

Transferring Data from Staff Survey of Materials to Resource Catalog Sheets

A separate catalog sheet will be completed for each material listed. For each catalog sheet the information should be transferred in the following manner:

1. Place the name of the staff person on the Contact Person line.
2. Place the school's name on the Address line.
3. Place the school's telephone number on the Phone Number line.
4. Place the name of the material on the Title line.
5. Under Type of Resource check the Domains marked on the survey form under Material. If more than one domain is checked, identify the first domain on the catalog sheet with which you are working and then fill out additional catalog sheets in the following way. On the additional sheets complete the title, contact person, and address lines. Then check the next domain listed. Beside this refer the user to the first domain. For example, refer to Self and Interpersonal Relations.

6. Circle the grade levels on the catalog sheet for which the material is suitable.

7. Complete part of the Specifications portion of the catalog sheet by transferring the space, group size, time limits, and needed equipment information from the survey form to the catalog sheet.

8. If the person indicates that the material is to stay within one building, place the name of the school in the space marked Resource Available Only in _____ School.

9. Place the description of the item in the space provided marked description.

Transferring Data from Staff Survey of Facilitative Resources to Resource Catalog Sheet

A separate catalog sheet will be completed for each item listed. For each catalog sheet, the information should be transferred in the following manner:

1. Place the name of the staff person on the Contact Person line.

2. Place the school's name on the Address line.

3. Place the school's telephone number on the Phone Number line.

4. Place the type of the equipment on the Title line.

5. Place the number of items in the description section.

6. Under Type of Resource mark Facilitative and then Equipment.

Transferring Data from Students Survey for Students in Grades 4-6 to Resource Catalog Sheet

A separate catalog sheet will be completed for each item listed on the survey form which the person is willing to share. For each catalog sheet, the information should be transferred in the following manner:

1. Place the name of the student on the Contact Person line.

2. Place the student's home address on the first address line and the name of his/her school on the other.

3. Place the students home phone number on the Phone Number line.

4. Place the student's birth date in the space provided.

5. Place the name of the interest, hobby, or chore on the Title line.

6. Place the description of the interest, hobby, or chore on the space provided on the catalog sheet.

7. Circle on the catalog sheet the grade levels with which the student would like to work.

8. Complete a portion of the specifications section by indicating the special space or equipment needed.

9. Under Type of Resource mark Human and then Student.

Transferring Data from Student Survey for Students in Grades 7-14 to Resource Catalog Sheet

A separate catalog sheet will be completed for each item listed on the survey form which the person is willing to share. For each catalog sheet, the information should be transferred in the following manner.

1. Place the name of the student on the Contact Person line.

2. Place the student's home address on the first address line and the name of his/her school on the other line.

3. Place the student's home phone number on the Phone Number line.

4. Place the student's birth date in the space provided.

5. Place the name of the hobby, interest, or job on the Title line.

6. Place the description of the hobby, interest, or job in the space provided on the catalog sheet.

7. Circle on the catalog sheet the grade levels with which the students would like to work.

8. Complete a portion of the Specification section by indicating the special space or equipment needed.

9. Under Type of Resource mark Human and then Student.

Transferring Data from Parents Survey to Resource Catalog Sheet

Two separate catalog sheets will need to be completed, one for questions one through four and another for questions one through nine. The information provided in question ten will be presented on all catalog sheets related to that parent. Catalog sheets will be completed only for skills the person is willing to share in items 2 and 7. For each catalog sheet, the information should be transferred in the following manner:

1. Place the name of the parent on the Contact Person line.

2. Place the parent's home address on the Address line.

3. Place the parent's home and business phone numbers on the Phone Number line.

4. Place the name of the recreational, leisure, or job skill on the Title line.

5. Place the description in the space provided.

6. If the person's answer to questions two and seven indicate a willingness to participate in classroom activities or to set up a field trip, place this information in the description. If the person indicates inability or unwillingness to participate, do not include his/her job skill in the resource catalog.

7. For each recreational, leisure, or job skill, indicate the needed equipment in the Specifications section.

8. Circle the checked grade levels on the catalog sheet.

9. Place the day and time the person could serve as a resource person on each catalog sheet under Specifications.

10. Under Type of Resource mark Human and then Parent.

Transferring Data from Community Resource Survey to Resource Catalog Sheet

A separate catalog sheet will be completed for each of the community resource forms. For each catalog sheet, the information should be transferred in the following manner:

Materials Resource Survey Sheet

1. Place the name of the contact person on the Contact Person line.

2. Place the name of the source and the address on the Address lines.

3. Place the phone number of the agency on the Phone Number line.

4. Place the title of the resource on the title line.

5. Place the description of the resource in the space provided.

6. Circle the grade levels at the appropriate place on the catalog sheet.

7. Complete the specifications section by indicating equipment and/or space needed, the group size, when the resource is available, cost, and time limits.

8. If there are specific instructions for obtaining the resource, put them in the description section.

9. Under Type of Resource mark Material and then Other.

Human Resource Survey

1. Place the name of the Resource Person on the Contact Person line.
2. Place the name of the source and the address on the Address lines.
3. Place the phone number of the agency on the Phone Number line.
4. Place the title of the activity on the title line.
5. Place the description of the activity in the space provided.
6. Circle the appropriate grade levels on the catalog sheet.
7. Complete the specifications section by indicating equipment and/or space needed, the group size, when the resource is available, cost, and time limits.
8. If there are specific instructions for obtaining the resource, put them in the description section.
9. Under Type of Resource mark Human and then Community Member.

Facilitative Resource Survey Sheet

1. Place the name of the contact person on the Contact Person line.
2. Place the name of the source and the address on the Address lines.
3. Place the phone number of the agency on the Phone Number line.
4. Under Type of Resource mark Facilitative and then mark either equipment, space, or financial under that according to what is marked on the form.
5. Put the name of the resource on the title line.
6. Place the description of the resource and special instructions in the space provided.
7. Record any costs in the specifications section.
8. If there are specific instructions for obtaining the resource, put them in the description section.

Organizational Resource Survey Sheet

1. Place the name of the contact person on the Contact Person line.
2. Place the name of the source and the address on the Address lines.

3. Place the phone number of the agency on the Phone Number line.
4. Place the title of the resource on the title line.
5. Place the description of the resource in the space provided.
6. Circle the grade levels at the appropriate place on the catalog sheet.
7. Complete the specifications section by indicating equipment and/or space needed, the group size, when the resource is available, cost, and time limits.
8. If there are specific instructions for obtaining the resource, put them in the description section.
9. Under Type of Resource mark Organizational and then the type of agency.

Appendix P

Resource Request and Report

Resource Title _____

Contact Person _____

Address _____

_____

Phone _____

Date Requested _____

Alternate Date _____

Target Audience: K-3 ☐ 4-6 ☐ 7-9 ☐
10-12 ☐ 13-14 ☐

Resource Not Available _____

Reason _____

NOTE: Change any incorrect listing by crossing it out and printing the correct data directly above it.

Teacher's Name _____

School _____

Resource Listed Yes ☐ No ☐

Resource Type:

- ☐ Material
- ☐ Human
- ☐ Organizational
- ☐ Facilitative

Time Requested _____

Alternate Time _____

Confirmation _____
Date

_____
Time

Date Used _____

Comments: _____

_____

_____

_____

_____

_____

I would use this resource again. Yes ☐ No ☐

After using a material resource please assign it to the career development domain you would judge most appropriate.

- Self and Interpersonal Relations ☐
- Career Planning and Decision Making ☐
- Life Roles ☐

Appendix Q

TEACHER'S REPORT OF USE

Date Used	Would Use Resource Again		Comments	Teacher's Name and School
	Yes	No		

CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

MICHIGAN

Kenneth Groh, Administrator, Powers
Dennis Stanek, Administrator, Rapid River
Bill Wininger, Administrator, Republic
Dave Gallinetti, Administrator, Republic
Peter Rigoni, Administrator, White Pine
Earl Eliason, Teacher, Champion
Dave Morin, Teacher, White Pine
Ray Pomroy, Counselor, Laurium
Barbara Stebler, Counselor, Hubbell
John Peterson, Counselor, Gladstone
Charles Kalhoefer, Counselor, Stephenson
Bonnie Hansen, Counselor, Powers
Michael Meldrum, Counselor, Marquette
Kenneth C. Ivio, Counselor, White Pine
David Hooker, Student, Ahmeek
Matt Amann, Student, Gladstone
Theresa Lepthien, Student, Escanaba
Keith Johnson, Student, Republic
Reeta Mayo, Student, Republic
Anita Niemi, Student, Republic
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Ben Mykkanen, Community Rep., Republic
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Dale Hanes, Community Rep., Calumet
Capt. Robert Hartman, Community Rep., Gladstone

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Thomas Pierson - Marquette - Alger Intermediate School District
Paul Kimball - Copper Country Intermediate School District
W. Leroy Liimakka - Gogebic Ontonagon Intermediate School District
Ivan Ryan & Karl Arko - Delta-Schoolcraft Intermediate School District

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William Mann, Administrator, Heborn
Hagar Sphrlock, Administrator, Wheelersburg
Ray Tearney, Administrator, Fremont
Gerald Snyder, Administrator, Chillicothe
Everett Park, Administrator, Chillicothe
Helen Snyder, Administrator, Waverly
Darold Figgins, Administrator, Montpelier
Stanley Miller, Administrator, Clarksburg
Max Knisley, Administrator, Chillicothe
Carl Fogle, Administrator, Navarre
Tony Zuppe, Administrator, Alliance
Kenneth Schppan, Teacher, Canton
Mary Lou Wachtel, Teacher, Massillon
Milton Miller, Teacher, Navarre
John Smith, Counselor, Canton
Robert Mason, Counselor, Granville
Joyce Windnagle, Counselor, Defiance
Donald Anderson, Counselor, Bainbridge
Donald Kerr, Counselor, Westerville
Wesley Snyder, Student, Canal Fulton
Dallas Chaffin, Student, Chillicothe
Jim Hoover, Student, Napoleon
Jill Decker, Student, Sherwood
Kim Burton, Student, Portsmouth
Dudley Nichols, Student, Portsmouth
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Carolyn Ford, Student, Johnstown
Paula Morgan, Student, Chillicothe
Wade Golay, Community Rep., Canal Fulton
Mable Alley, Community Rep., Londonberry
Merl Bauman, Community Rep., Napoleon
William Hall, Community Rep., Wheelersburg
Lena Rowe, Community Rep., Portsmouth
Janet Everett, Community Rep., Johnstown
Lloyd Bixler, Community Rep., Newark
Pam Whaley, Community Rep., Wauseon
Charles Knapp, Community Rep., Chillicothe

WISCONSIN

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Al Szepi, Administrator, LaFarge
Eugene Hawkinson, Administrator, Belmont
Jim Wall, Administrator, Platteville
Alan Beeler, Administrator, Johnson Creek
Theresa Worachek, Administrator, Reedsville
Jim Romskog, Teacher, West Salem
James Leavitt, Teacher, Belmont
Margo Thiede, Teacher, Platteville
Leona Chadwick, Teacher, Ft. Atkinson
Grant Mattes, Teacher, Reedsville
Susan Zimmerman, Counselor, Onalaska
Theda Gill, Counselor, Platteville
Terry Van Himbergen, Counselor, Johnson Creek
Larry Olson, Counselor, Reedsville
Charlotte Buckbee, Counselor, Shawano
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Jackie Buckhop, Student, Belmont
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Mitch Winter, Student, Johnson Creek
Kathy Welch, Student, Reedsville
Tim Wenzel, Student, Reedsville
Steven Broder, Student, Shawano
Steve Darm, Student, Shawano
Juanita Rasch, Student, Shawano
Charlotte Hoffmann, Parent, Bangor
Shirley Heins, Parent, Belmont
Mr. & Mrs. William Daley, Parents, Greenleaf
Lloyd Niedfeldt, Community Rep., Bangor
Joseph Klein, Community Rep., Cuba City
Helen Krause, Community Rep., Johnson Creek
Betty Lemberger, Community Rep., Whitelaw
William Becker, Community Rep., Shawano
J. A. Kasten, Community Rep., Shawano
Charles Marohl, Community Rep., Shawano

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